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ABSTRACT

Designed for the high school yearbook staff, this guide contains suggestions and ideas for planning and producing a high school yearbook representative of the entire school. Contents include "Purpose of Yearbook," "Background," "Parts of the Yearbook," "Divisions," "Theme," "Ladder Preparation," "Content with Divisions" (which covers Academics, Faculty, Organizations, Sports, Social Events, Classes, and Honors), "Staff Organization," "General Procedure," "Deadlines," and "Sources for Ideas." Included in a special layout section are "Photography," which discusses basic types of pictures, how to pose "action" shots, cropping, and picture scheduling procedures; "Writing Good Copy," which examines major types of copy, copyfitting, headline unit count, headline rules, copyreading, and editing; and "Yearbook Terms," which defines terms commonly used by the yearbook staff. (RB)

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YEARBOOK KNOW-HOW

A GUIDE FOR SENIOR HIGH YEARBOOK STAFFS

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FOREWORD

Kansas City, Kansas schools are concerned that educational activities should proceed in an organized and systematic manner. At the same time, there should be maximum flexibility to take advantage of the special talents of individual teachers and to adjust to the needs of different groups of students.

Curriculum guides are, therefore, prepared by selected leaders in the various fields concerned and are intended, not to limit the creative talents of teachers, but to aid in the development and conducting of various courses. Significant departures from established study guides and regularly adopted instructional materials, should, of course, be properly authorized by responsible staff members. It is anticipated that they will form the foundation for creative teaching and serve as a resource and guide in the selection of learning experiences for youth.

Dr. O. L. Plucker
Superintendent of Schools

So you want to work on the yearbook! You have made a good decision--IF you are prepared to learn and to WORK! WORK! WORK! At first you will be perplexed, confused and excited at the prospect of this new work, and you will have many questions--Where do I begin? What's a layout? What does "bleeding" mean? These and many more questions are probably already running through your mind.

For that reason this guide has been developed--to present a composite view of the steps involved in producing a truly outstanding yearbook. The material for this guide has been compiled from various yearbook authorities, extensive research of contemporary trends, and ten years of experience in the field. It is intended to be helpful in outlining the vital aspects of production which you must know to be a successful staff member. It should also serve as a handy reference.

Finally, while yearbook work does entail a considerable amount of "blood, sweat, and tears," it can also be one of the most rewarding experiences of your high-school years. By working together in a common cause with fellow staff members, you soon get a feeling of "esprit de corps." But even more than that, when you have finished, you will have created a permanent record of your school year which will be cherished by hundreds of students for many years to come. It is truly a "labor of love."

Good luck in your new endeavor!

Miss Niki M. Economy
Language Arts Consultant

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YEARBOOK KNOW-HOW

I. Purpose of yearbook--why do schools spend thousands of dollars yearly? There are 50 to 60,000 yearbooks published yearly with an overall cost of over $100 million dollars. WHY? According to C. J. Medlin, Kansas State Yearbook authority:

A. It serves as a memory book--glorified family album--pictures of EVERY student and faculty member--a MUST! Studies show that the number of copies sold depends on number of people pictured. This is the chief function.

B. It tells a complete history of one school year--it MUST be a reliable record! "Like a diamond, a yearbook is forever!" Complete coverage is necessary. It is not just a senior book. ACCURACY! ACCURACY! ACCURACY!

C. It promotes morale in the school--it should cover the outstanding accomplishments in ALL areas--not just sports. Some activities tend to be played down--such as academic and scholastic honors. It promotes pride when students know their activities and accomplishments will appear in the yearbook and be recorded forever.

D. It is a usable book of reference--school personnel and outsiders refer to it for information about students and teachers. Prospective employers look at senior pictures and activities. Therefore, it must be accurate and well-organized. Sports records are referred to statistically, too.

E. It gives worthwhile educational training to staff members--it is an outlet for written expression as well as an opportunity to be creative. Staff members learn many skills by actual practice. In addition to technical skills, it teaches organization and an immense sense of responsibility; it teaches the meaning of accuracy, communication, following directions and human relations. It also allows each staff member to contribute talents with self-satisfaction and pride as rewards; it also teaches necessity for cooperation because everyone MUST work together--learning to lead and to follow and to accept the decisions of the majority. Finally, it teaches technical know-how, opening the field to those interested in pursuing careers in advertising, photography, publications, etc. However, the FIRST responsibility is to the school and to the publication of the BEST of all possible books.

F. It serves as a good public relations agent--if it gives a true and comprehensive picture of what the school is trying to accomplish, it can do much to sell parents and taxpayers

on the school's value and accomplishments. It informs outsiders, prospective students, other schools, alums of what is really happening in the schools. Many professional people buy them for their waiting rooms.

The yearbook is the most costly school activity with a cost of $8,000 to $10,000 a year. Therefore, you have a moral and financial obligation to your school. It MUST be WORTH its tremendous cost--every picture, every word, every page. That is why DEDICATION is the number one requirement. NEVER settle for second best or the easiest way out. Take PRIDE in publishing your yearbook!

II. Background--

A. As you look through past yearbooks, you notice that a good yearbook is a changing yearbook. If not--it should be.
B. In early years it only served as a memory album for seniors. Pictures were merely pasted on pages and distributed.
C. Eventually, printed yearbooks developed--in late 1880's.
D. Gradually, other sections were added to the seniors--class wills, prophecies, character copy ("most popular girls" etc.), baby pictures, faculty, sports teams, clubs, activities and finally academics.
E. As yearbooks grew, production costs soared--bigger circulations were needed. Had to entice the underclassmen to buy--so--they added their pictures to the book.
F. After several years--the yearbook of today evolved with regularly covered features--seniors, underclassmen, sports, activities, organizations, faculty and academics.
G. Some things became obsolete. Today you will no longer find in the prize-winning books:

1. Class wills, prophecies
2. Cute, gossipy copy
3. Writeups by senior names
4. Baby pictures
5. Odd-shaped pictures
6. Montage-several pics in one
7. Cutouts
8. Vertical heads
9. Dedications
10. Snap pages or art work

H. Today--"Simplicity is the key to success." Today, you will find serious coverage of main areas of school life. Today's yearbook is more mature and sophisticated. A new awakening has occured in yearbook publication--one that calls for better training. It is no longer an accidental product of off-hours. It is now an expensive and responsible task. Today's yearbook differs considerably from that of the early '60's as well. New trends have begun. An alert staff keeps up with those trends!

III. Parts of the yearbook--like a theme or a speech, it, too, has specific elements.

A. Cover--gives FIRST impression, but sometimes overemphasized.
B. End sheets--design is the same on both ends--pic, art, color.
3 basic divisions
*C. Introduction--opening section
*D. Body--main divisions
*E. Conclusion--summary page of theme
F. Appendix--index, summaries, acknowledgements

Purpose of parts--

1. Gives book movement. Cover and end sheets should be attractive enough to capture reader's interest. Introduction leads to the various divisions. Divisions lead from one to another. Need a conclusion to wrap it up.
2. Divisions also serve as sorting bins to help organize material. Every school year is basically the same. There are certain pre-established divisions (to follow).

IV. Theme and divisions--how do you make your yearbook different if basic school year and events are the same?

A. Creativity depends on new approaches to same old sections:
   1. Theme choice
   2. Divisions and organization of content
   3. Photography
   4. Copy--playing up the NEW for that year.
B. Order of content requires careful planning. Can't always be guides by tradition, but can't be radical for the sake of change, either.
C. The following sections MUST be included for complete coverage. Some divisions may be combined or made more detailed, but the areas they represent MUST be covered.

1. Opening section--VITAL to all modern yearbooks. 3-page minimum; 32-page maximum, depending on size of book. It acts as a gracious welcome from a hospitable hostess. It expresses the school's personality. It has all representative types of pictures, and exceptionally outstanding ones!

4 requirements of Opening Section:

a. Title page--with title of book, year, name of school, city and state, publisher (school), volume number, and copyright. (if you have one)
b. Table of contents--may be simple listing of divisions or detailed; should be close to front, easy for reader to find.

c. Theme setting copy--to let reader know central idea.
d. Pictures of school and campus--with LIFE in them. (These may go in Student Life.) A must in your book.

*Dedications are outdated, but if an extreme situation called for one, it would go in this section.

2. School life--newest division in last few years. This includes scenes in the halls, cafeteria, plays, assemblies, parties, social life, hangouts, etc.
3. Faculty and administration--ALL must be pictured; summaries.
4. Academics--also VITAL. Deals with the main work of school--learning. Often overlooked. Played up more and more in last few years. Reason for school's existence.
5. Sports and physical education--ALL sports, teams, lettermen, coaches, managers, pep club, cheerleaders, intramurals, girl's sports. Spring sports must be covered for next year's book, as well. Equal coverage is biggest problem.
6. Co-curricular activities--clubs, paper, yearbook, musical activities and all activities related to academic subjects but going beyond school hours.
7. Underclassmen--individually or in groups.
8. Seniors and honors--portraits, National Honor Society, scholarship recipients and finalists, honor roll, memorial honor awards.
9. Acknowledgements--well-written copy crediting outside help--printer, photographer, administration, faculty. Editor's note.
10. General index--indispensable! Carries name of all pictured students, teachers and activities with proper page numbers. Required in books of 100 pages or more. Senior activities and faculty summaries go in back, also.

Each section's function and specific requirements will be discussed in greater detail.

V. Division pages--reader cannot grasp material without chapters.

A. Function of divisions--to show organization of book and let reader grasp content section by section. Have as many as necessary, depending on size of book and realizing that for every division, 2 pages must be allowed to introduce it.
B. 3 requirements--
   1. Should stand out--2-page spread.
   2. Same pattern on all divisions
   3. Pictures should be BIG, outstanding and representative of that particular section.

VI. Theme--central idea which gives book atmosphere and unity. It provides new approach to the year's coverage. It should not be over-emphasized. Trend toward "no-theme" books now.

A. Requirements of theme--

1. It should be introduced on cover, explaining in opening section and referred to on each division.
2. It should reflect the spirit of the school.
3. It should avoid the use of the seasons.
4. It must be supported by outstanding copy.
5. It should be simple, original, appealing and in good taste.
6. It should not be overdone.
7. It must be new to the school and modern in tone.
8. Organization plan of book must be considered.
9. Must apply to school.
10. Must EXCITE the staff.
11. Must allow for change if better one comes along later.

B. Types--may be a phrase, sentence, picture, symbol or combination

1. Community.
2. Natural--school environment; "This is Your Life," "Through these Doors," "Our World,"--using a guide through the year (mascot, student, etc.)
3. Abstract--very difficult to handle.
4. Anniversary.
5. Historical.
6. Tie-ins with the times--popular songs, movies, tv programs, science.
7. Problems.

C. Theme ideas--used by various All-American books

1. School-centered themes

a. Tour through the school--Tour of that year 1970... Through these Halls... That was the Year That Was
b. School as a Community--It's our World... World within a World
c. Pride, Spirit--We Proudly Present... We Point with Pride
d. Viewpoint--Vistas... Through the Keyhole... Profile of a Year... Impressions... As Others See Us... Panorama... Perspectives... Towers of Tradition
e. Catch-Phrase--It's a Sign of the Times... It's What's Happening... It's the Dawn of a New Decade
f. Words--Focus... Sounds... Expressions... New Directions Portraits... Anticipation... Time of our Life

2. Modernized phrases and timely tie-ins--The Total Look... Sunrise to Sunset... We Believe... Patterns for Dynamic Living... Where the Action Is... The Great Society... The Age of Aquarius... Come Alive... The Forward Look... It was a Very Good Year... The Age of Apollo... One Small Step for a Man, One Giant Leap for Mankind... We Dare to be Different... You are You and I am I... The Sounds of a Different Drummer.

   Avoid ones based on time or self-identity = trite. Always get permission for use of copyrighted material.

3. School songs, mottos, mascots, landmarks.

VII. Organization of plan--once divisions are selected, arrange in sequence to fit story. Prepare LADDER.

A. Ladder--2 columns of numbers with a number for each page of the yearbook. Numbers begin on right-hand side and end on left. Odd-numbers--right; even--left. See sample.
B. Must decide approximate total number of pages, based on last year's and additional needs as well as budget.
C. Must decide number of pages for each division. Book must be well-balanced and representative of whole year's activities.
D. In preparing ladder, refer to last year's book to see what was covered and to the requirements for each section, then:
   1. Section editors make a "desired" ladder of their section
   2. Editor and sponsor go over all ladders to see that all areas are covered and no duplications occur.
   3. Total number of pages is considered.
   4. Must allow for appendix, too, in total number.
   5. Revisions are made and ladder is balanced out after numerous meetings to establish it.
E. Fill in subjects to be covered on each page--briefly.
F. Try not to change ladder once established, but BE PREPARED in case of emergency!

*-Signature (end of)
O-Natural Spread

YEARBOOK LADDER

	1	Title Page
Table of Contents	2 3	Table of Contents
Opening Section	4 5	Opening Section
Opening Section	6 7	Opening Section
Opening Section	8 9	Opening Section
Opening Section	10 11	Opening Section
STUDENT LIFE	12 13	STUDENT LIFE
Campus Shots	14 15	Campus Shots
Summer Student Life Snaps	*16 17	Summer Student Life Snaps
Girls League Activities	18 19	Girls League Activities
Girls League Activities	20 21	Girls League Activities
Assemblies	22 23	Assemblies
Assemblies	24 25	Assemblies
Fall Student Life Snaps	26 27	Fall Student Life Snaps
Homecoming Queen	28 29	Homecoming Royalty
Homecoming Activities	30 31	Homecoming Activities
Winter Student Life Snaps	*32 33	Winter Student Life Snaps
Christmas Formal	34 35	Christmas Formal
Formal Activities	36 37	Formal Activities
Christmas Scenes	38 39	Christmas Assembly
Spring Queen	40 41	Spring Royalty
Drama Club Play	42 43	Drama Club Play
Kaycee Officers	44 45	Kaycee Activities
Cheerleaders	46 47	Cheerleaders
Honor Pep	*48 49	Bannergirls

VIII. Content in specific divisions--

A. If a yearbook is to do an adequate job of recording history--proper coverage of ALL events and organizations is a MUST!

B. All good staff members should be on lookout for events and lists should be kept. Must be well-informed with a NOSE FOR NEWS.

C. COMPLETE story is necessary and cannot be emphasized enough. Planning here is a MUST. Depending on your section, the following must be done:

1. Make pre-inventory list of history-making events, traditions, etc. Foreseeable activities--Homecoming.
2. Be aware of club schedules, tournaments, special events.
3. Look for NEW additions--rooms, courses, equipment, administrators, policies, schedules, activities, hours, etc.
4. KNOW and refer to ALL "NEWS" sources:
   a. Daily announcements
   b. School paper
   c. Other newspapers
   d. School calendar
   e. Sports schedules
   f. Class officers, sponsors
   g. Office, counselors
   h. School posters
   i. Bulletin boards
   j. Club sponsors, teachers

D. Academic coverage

1. It must include ALL departments--with at least one spread for each.
2. Need excellent classroom shots.
3. Avoid same students and teachers in snaps or same poses.
4. Also need good, informative copy and heads emphasizing the NEW.
5. Need informal as well as portrait shots of administration.
6. Don't picture just seniors in snaps. Underclassmen constitute 3/4 of student body!
7. Class shots should feature present happenings and should avoid mass scenes.
8. New classrooms, equipment, courses or methods as well as traditional ones need coverage.
9. Need to be aware of traditional activities--field trips, scholarship tests, printing of paper, etc.
10. Be ready for the unexpected--listen to bulletins or tips from teachers.
11. Contact teachers for ideas of class activities.

E. Faculty coverage--teachers should be thought of as 3-dimensional
1. As teachers in general
2. As teachers in your school
3. As human beings

Current trend--
1. Away from formal portraits and toward informally posed pictures showing teachers in their natural surroundings and behavior. Show them as part of the school.
   a. Requires planning--props--much time.
   b. Need several shots of each
   c. Need same size pics--as close as possible.
   d. Need alert photographer to sit in class.
2. Need to point out professional achievements.
3. Need BIG academic shots.
4. Need faculty summaries--name, degree, subject, activities. Should be listed in separate faculty index rather than printed by pictures.

F. Organizations--types:

1. Service--StuCo, Y-Teens, Hi-Y, Ushers, Horizon
2. Social
3. Cultural--music, drama, arts, creative writing, etc.
4. Honorary--Thespian, Quill and Scroll, National Forensic League, etc.
5. Publications--newspaper, yearbook
6. Academic--language clubs

   a. Picture them in ACTION--showing and reporting accomplishments of THIS year; no formal shots.
   b. Extra-curricular activities could go here or in Student Life (drama, music, debate, plays)
   c. ALL organizations should be covered
   d. Copy should come from interview sheets. (later)

G. Sports--should be lively and colorful, but not overdone.

1. Coverage of ALL sports--boys', girls'--complete

   a. All Boys' varsity
   b. All reserve
   c. All coaches, managers
   d. Lettermen clubs
   e. All girls' sports
   f. Intramurals
   g. Cheerleaders, pep club
   h. Gym classes

   1.) Could include Pep Band with g.
   2.) Could include GAA, Splash Club
   3.) Must include senior instructors with h.

2. ALL TEAMS must be pictured formally.
3. Emphasize ACTION shots rather than groups.
4. Practice shots are also needed.
5. DOMINANT pics are vital--avoid small ones
6. Copy is vital because of statistics it includes:

   a. It must be colorful--jargon; action verbs.
   b. Seasonal record summary (schedules)--a MUST
      1.) Score and opponent
      2.) Win-loss-tied record summarized
      3.) Summary must be ACCURATE
   c. Each sport should have summary copy block.
      1.) Must be accurate and factual.
      2.) No alibies or bragging permitted.
      3.) Concise writing needed; play-up highlights.
   d. All pics need explanatory captions, not funny ones.
7. Photography MUST include:
   a. ALL squads--official team pic or individually.
   b. Coverage of several games for action shots.
8. Spring sports should cover last year's results.

H. Social events--school life, features; something special.

1. School life, dances, mixers, royalty, plays, assemblies, dinners, pep rallies, crowds at games, EVERYDAY LIFE--favorite hangouts, cafeteria lines, halls, picnics, fads, hairdos, styles, dances of the times, etc.
2. Focus on typical ACTION of individuals not mobs.
3. Don't overdo queens--picture them naturally.
*4. Purpose of this section is to capture school's personality; investigative reporting is a MUST for proper coverage, as is creative flair for photography. Requirements:

   a. Have details of advance preparations.
   b. Know of related incidents.
   c. Which and how many students are involved.
   d. How does this year's event differ from last year's?
   e. What is the significance of the event?
   f. What is students' attitude toward event?
5. Events and features are PEOPLE; involves emotions--anticipation of dance; sadness at last game; laughter, excitement, concentration--expressions!
6. Traditional events should be treated imaginatively.
7. Good coverage involves PLANNING and NOSE FOR NEWS!
8. Magazines give excellent ideas for pics, layouts and mood shots.
9. IMPARTIAL action shots and lively copy are a MUST!
10. Cover beginning and end-of-year activities. Prepare a LIST of ALL activities and be AWARE of new ones.

I. Underclassmen

1. Should be pictured individually or in groups.
2. Can introduce classes with pictures of officers and activities or with subdivisions.
3. ACTION pics needed for panel pages of all activities.

J. Seniors--this and underclass section are BACKBONE of book; reason for sales of book--if pictured.

1. Portraits of each senior with consistent dress.
2. Senior activities must be shown on panel pages.
3. Headlines should pertain to that particular class and year and should be in chronological order.
4. Senior summaries must be included--with pics.
5. Senior honors could go here or in Honors section. Senior play--here or in Student Life?

K. Honors--usually included in Academics section; NEW. Needs to be played-up more.

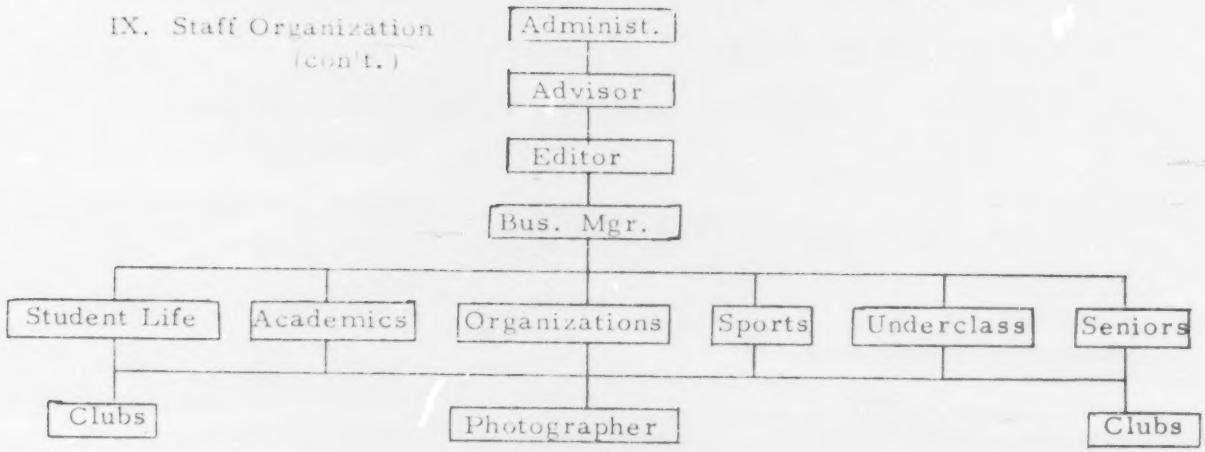
1. Picture those of an exceptional nature only. 2 types:

   a. Scholastic
      1.) Merit scholars
      2.) Summer study grants
      3.) Outstanding scholarships
      4.) Service academy appointments, nominations
      5.) Top grade-point average
      6.) Special achievements (art, music, speech, drama, science, journalism, home ec, sports)
   b. Those who represent school in special role
      1.) American Field Service--students abroad
      2.) Boys' and girls' state
      3.) Awards by local groups (Optimist, Seroptimist)
      4.) Categories
      5.) Who's Who in American High Schools

IX. Staff Organization--several possibilities

Advantage to this set-up PRIDE in production of entire section. All aspects of yearbook work (layout, copy, photography, etc.) are covered. Less opportunity for staff boredom.

IX. Staff Organization (con't.)



A. The key to ALL success is organization, and while our set-up differs from other schools, this seems to work best for us. Esprit de corps is VITAL--working together for common goal--the BEST YEARBOOK possible--not just individual sections. All sections are vital and they will be only as good as editors wish to make them. PRECONCEIVED IDEAS of what section you will work on must NOT be counted on. What will be, will be!

B. Advisor's job--supervises, instructs, reminds, suggests, evaluates, assists and has final word. Checks layouts, copy, picture ideas, etc., etc., etc. Keeps operation moving. Is in charge of finances and is responsible to the administration. Gets hives, is moody and occasionally rants and raves when directions are not followed! Bark is usually worse than bite! (But don't count on it!)

C. Editor's responsibilities--LEADER of the group; knows ALL, does ALL; the living example of organization. Has specific Guide to work, but generally:

1. Is responsible for ALL phases of yearbook production and SMOOTH operation thereof.
2. Works directly under sponsor and keeps group moving.
3. Establishes deadlines and SEES THAT THEY ARE MET!
4. Checks layouts, copy, and cropping and offers suggestions.
5. Is responsible for Opening and Closing Sections and Division pages and copy. (Index and acknowledgements, too.)
6. Checks final paste-ups and records index.
7. Maintains classroom control in absence of sponsor.
8. Calls meetings when necessary and delegates responsibilities.
9. Has time to devote after school, evenings, and weekends when called for. Cannot be overly involved in other activities. The ultimate in DEDICATION.

10. Must be FIRM and AUTHORITATIVE in diplomatic manner. Must be capable of LEADING! Represents staff.
11. Key to success depends on--ORGANIZATION, INITIATIVE, LEADERSHIP, SELF-CONFIDENCE, DEDICATION, CREATIVE ABILITY and ABILITY TO LEARN FROM MISTAKES.

D. Business Manager's job--in charge of organizing and LEADING all financial projects. In charge of Honors section. Assists editor with index and divisions. Basically in charge of clubs and their organization.

E. Section editors--responsible for content of entire section. Must know what is going on in entire section. In charge of all layouts, copy and pictures for that section. Is directly responsible to editor. Key to success--ORGANIZATION and COMMUNICATION. Special duties:

1. Academics: faculty lists, imformation cards (distribute and file) for summaries, interview sheets for research on each department, scheduling of faculty and academic pics, appointment slips, work with teachers and administration.

2. Organizations: club information sheets, finding GOOD action shots. Keeping track of daily bulletins, having NOSE FOR NEWS. Working with sponsors.

3. Sports: Keep ALL records, schedules, news articles; PLAN AHEAD on spring sport shots; schedules all team pictures; contact coaches; appointment slips. Sports know-how.

4. Underclass: IBM lists, homeroom lists, class lists--compiled, alphabetized, proofread, typed; underclass pic days--appointment slips, etc. Identify head shots of juniors. ORGANIZATION and ACCURACY are vital!

5. Seniors: In spring--organizes summer picture-taking; IBM list, homeroom list--updated with permanent drops; labels pics; senior activity sheets--prepare, distribute, alphabetize, type. ACCURACY and ORGANIZATION--VITAL, VITAL VITAL!

In all areas, pressure will prevail at sometime or another, but problems will be kept at a minimum, IF:

1. You know your duties and PLAN AHEAD.
2. You FOLLOW DIRECTIONS.
3. You do not get overly involved in other activities!!!
4. You learn to organize and communicate!

5. You really care!
6. You are not lazy!
7. PLAN AHEAD! PLAN AHEAD! PLAN AHEAD! PLAN AHEAD!

Remember--"YOU CREATE YOUR OWN CHAOS!!!"

X. General Procedure--stages in the planning of the book. We do this for every deadline; becomes vicious circle; as one deadline ends, another begins.

A. Decide on TOTAL number of pages.
B. Decide on theme and cover design and division designs.
C. Decide on divisions--how many and what kind.
D. Make ladder for each section and entire book (must know number of pages for each section).
E. Prepare ALL layouts (during summer) on mini's.
F. Have layouts approved by editor and sponsor.
**G. Prepare preliminary layouts for 1st deadline.
**H. Schedule and take pictures for that deadline (Know EXACTLY what you want; no waste of film.)
**I. Crop pictures for enlarging for that deadline.
**J. Write ALL copy for that deadline and have it approved.
**K. Type copy in final form after revisions are approved.
**L. Paste-up pictures and give pages to editor.
M. Start process again for next deadline at point G.

Always PLAN AHEAD, getting pictures taken early and cropped early. Deadlines are the LAST point at which material can be turned in. Allow for any crisis--like lost film, broken camera, etc.

XI. Deadlines--established by yearbook company and contracted for. Under business obligation to meet them! Established to assure production and delivery on time. It is THEIR requirement! MUST BE MET!

A. Typical deadlines for spring delivery:
1. Cover design--Dec. 1
2. 25% of total pages and all color photography--Nov. 15
3. 25% of total pages--Jan. 10
4. 25% of total pages--Feb. 1
5. Final 25%--March 1

B. Editor's deadlines are what you are governed by:
1. Mini layouts
2. Prelim layouts
3. Picture--taking
4. Cropping
5. Copy
6. Final paste-up (if you paste-up your own pages)

Missed deadlines result in late delivery of your book.

XII. Sources for ideas--to be used in planning all phases. Must know what they are and REFER to them:

A. The Photo
B. Creating the Yearbook
C. Look and Life as Guides for Successful Editor
D. Magazines--Photolith, Taylor Talk, Scholastic
E. Yearbook Ideas
F. Medlin's Yearbook Editing
G. Creative Photography
H. Judging Standards--NSYA, CSPA, Helps, NSPA
I. Other yearbooks--Royal Purple, Jayhawker

XIII. Designing the yearbook--FORMAT--involves all aspects of publication, all that goes into producing the personality of the book.

A. 5 major elements of format:

1. Page size--8 1/2 x 11, 9 x 12, 7 3/4 x 10 1/2
2. Number of pages--related to size of school; 2000 students should have at least 224 pages.
   a. Multiples of 16--signature
   b. Natural spread--middle of signature; avoid end of signature when crossing pic across gutter.
3. Page plan--dummy sheets; spread--2 pages unit.
4. Margins--progressive margin--widest margin at bottom, gets progressively smaller as they run up outside of page, across the top and down inside the gutter. Wide margin at bottom tends to throw layout up on page.
5. Type size--10 point--body copy
   8 point--captions and identifications
   Italics, caps and bold face for effect
   Linotype--must fit!

XIV. Layout--the most difficult yet vital phases of yearbook production. Its purpose is to achieve a clear presentation and immediate comprehension of the message. It must be simple and well-planned. Good layouts do not just happen; they involve imagination, research, and, above all, patience. You must hunt for ideas and you must know what it is you want to accomplish; that is, how many pictures you need in order to get the point across. Requirements:

A. Whatever style you use, you must always work in terms of double-page spreads rather than individual pages. As a reader looks at the yearbook, he sees both pages at once, so every double-page spread must be treated like a single unit. Consider 2 pages as 2 sides of a see-saw with the gutter as a pivot. Balance is needed. (Balance: arrangement of elements to maintain equilibrium; each page has weight, determined by size, boldness, shape, position, color). Unity may be achieved by:

1. Using a dominant picture.
2. Crossing a picture over the gutter. Be sure that essential part of the picture is not divided. Do not cross-over at the end of a signature. And avoid a thin carry-over, extending pic at least 1 inch across the fold. Pics look or face into the spread, also.
3. Adhering to the 5 elements of layout:
   a. Pictures
   b. Headline
   c. Copy block
   d. Cut-lines, captions
   e. White space

EVERY double-page spread must have these elements unless there is some special reason not to.

It is the utilization of these elements--their placement on the page-that determines a layout style. It is the artistic arrangement which will determine its success.

4. Using progressive margins consistently throughout book.
   a. Reasons for having margins:
      1.) Mechanical
      2.) Physiological--defines edges, aids reading
      3.) Aesthetic--frames page
   b. Requirements for margins:
      1.) MUST be consistent throughout book.
      2.) Something must touch margin on all 4 sides of every page (except for bleeds).
      3.) Copy always touches margin. So do heads.

4.) No copy in gutter or margins.
5.) Bleeds must go ALL the way--not part way into gutter or margin.
6.) Bleeds must extend 1/8 inch beyond edge of page for cut-off. To dotted line on layout, realizing that the 1/8 will be trimmed off.

c. Internal margins must be established and followed as religiously as external margins. This involves standardizing the distance between pictures, between pictures and copy blocks and between pictures and captions. (3/8 inches and 1/8 inches)

5. Using rectangular shaped pictures ONLY. Avoid, at all costs, the outdated use of odd-shaped pictures like stars, hearts, ovals or tilted pictures. Put the emphasis on being logical and simple.
6. Using bleeds for emphasis only.
7. Placing the copy elements in their proper positions for dynamic eye-flow:
   a. Large, dominant picture will capture reader first.
   b. Then, headline should attract and always be above the copy block and lead into it.
   c. All copy blocks, aside from division copy, should maintain uniform width throughout book.
8. Keeping all white space on the outside of the layout--preferably in the corners. Do not trap white space.
9. Summary of layout do's and don'ts:
   a. Use double-page spreads with progressive margins.
   b. Begin with DOMINANT picture and think BIG.
   c. Place the dominant pic in emphatic position and place other pictures around it. 4-5 per spread.
   d. Keep all type within the margins.
   e. Standardize internal margins.
   f. Keep copy blocks uniform in width throughout book.
   g. Keep white space outside.
   h. Strive for variety in layouts and subject matter of pictures.
   i. Pictures tell the story--so crop effectively.
   j. Don't use odd-shaped or tilted pictures and avoid art work unless it is professional.
   k. Don't run small pictures across the gutter.
   l. Don't cross the gutter at the end of a signature.
   m. Make good use of natural spreads.
   n. Don't separate the head from its copy block.
   o. Don't take pictures without the layout.
   p. Don't settle for anything but the BEST.
   q. SIMPLICITY IS THE KEY TO SUCCESS!!!

B. Accent devices- effective as long as not overdone.
   1. Bleeding--for extra-special pics. Don't bleed heads at top of page.
   2. Color--spot or 4-color process.
   3. Special effect photography for divisions.
   4. Vertical pics.
   5. Feature photos--special attention-getting, mood shots.
   6. Full-page or at-rest pics--must be GREAT.
   7. Panel breakers--candids that break monotony.
   8. Division page--though it has a function, it is an accent device. It dramatizes and emphasizes change in subject matter. Must be representative and eye-catching!
   9. Overprinting or reverse printing--use sparingly.
   10. Type devices (used in good taste and sparingly, not just as a gimmick)
      a. Oversizing of marks or letters for emphasis
      b. Variation of type styles within a spread
      c. Different headline arrangements (stacked, use of kickers, etc.)
   11. Photographic devices (refer to Irving Lloyd's Photo and to your yearbook company)
      a. Art conversion
      b. Posterization
      c. Circle, vertical and horizontal line effects
      d. Double exposures, superimposed negatives and photomontage
      e. Mezzotint

Remember--Special effects are fine as long as they are not overdone and as long as they don't detract from the initial purpose of the yearbook - to relate one year of history for your particular school.

SIMPLICITY IS THE KEY TO SUCCESS!

C. Mosaic layout--characterized by the "clustering" of photographic and type elements toward the center of the double-page spread, and white space and copy that falls to the outside. It works in any section and is adaptable for a variety of picture sizes and shapes. It makes use of white space as a framing device, giving continuity and emphasis to your photographs and copy.

   1. Basic guidelines (as suggested by the 1961 Cincinnatian):
      a. One photograph dominates each spread.
      b. Small photos grouped in a mosaic-like pattern balance the large photo.

c. Spacing (both vertical and horizontal) between all page elements is the same. THIS IS VITAL! 1 1/2 picas between each element.
d. Photo margins are the same although photos are frequently pulled well back from margins to give special emphasis to white space.
e. Gutter margins for photos are usually 4 picas, never more, sometimes 1 1/2.
f. Pictures bleed into the gutter on almost every feature spread; in most instances they cross the gutter.
g. Pictures frequently bleed off the top, bottom and sides of the pages, but only 1 picture should bleed in a given direction.
h. Areas of white space always appear around the perimeter of the layout; they are never surrounded or trapped by pictures or type. THIS, TOO, IS VITAL!

2. Simplified steps:
   a. Establish exterior and interior margins.
   b. Select a dominant picture to be placed near center of layout (Be sure picture is worth the space).
   c. Arrange other elements around it so the eyes are automatically led from the first element to the last.
   d. Assign copy to an area outside of the photos.
   e. White space falls in the corners and on the outside lending an "airy" appearance.
3. Specific guidelines:
   a. Refer to sample layout for EXTERNAL margins.
   b. You may place elements ANYWHERE within the established margins or you may bleed. However, as with previous layout rules, you either remain within the margin or bleed ALL the way. There is no "in-between."
   c. ALL type must stay within the margin, but does not have to touch it.
   d. It is not required that you touch the margin on all 4 sides as before, although it would be advisable to attempt to touch at least one margin per page.
   e. Always begin with a DOMINANT photograph (which is worthy of dominance) and arrange remaining elements around it in a cluster, emphasizing the use of white space in the corners and uniform distances between ALL elements.

   f. Distances between ALL pics, copy blocks, captions and heads are EQUAL. The only exception would be a sequence series which would still be "butted" together as in the past. A sequence group may be considered as 1 large element within the mosaic pattern.

g. Number of pics per spread is not limited, but NO full-page bleeds allowed.
h. Bleed one picture only on each side of the double-page spread.
i. Cross-gutter pictures are advisable as long as pictures extend at least 1 1/2 inches beyond gutter. NO group shots should cross the gutter, though, where faces are necessary for identification purposes (debate team, football squad, banner girls, etc.).
j. Exceptions to external margins will probably be made for the class sections, but once those are established, they must be maintained within the section.
k. Cross gutter anywhere, but at the end of signature. Make use of natural spread.

4. Copy Procedure
   a. Headlines (use unit count--to be given later)
      (1.) It must always be directly above copy block.
      (2.) It may be 1 or 2 lines in depth, depending on your layout.
         (a.) If it is a single-line head, it must begin at edge of copy block and extend BEYOND other edge, as far as you want but within margin for that page.
         (b.) If it is a 2-line, the width will be the same as the copy block and will be stacked. (SEE SAMPLE)
      (3.) Distance from head to copy block is 1 1/2 picas (2 rectangles).
      (4.) It may cross gutter, but type should not go into gutter.
      (5.) Use historic present (past tense if head leads into copy).
      (6.) Use kickers.
   b. Copy blocks
      (1.) Width is 15 picas throughout book.
      (2.) Should usually be on outside of cluster when possible.
      (3.) 1 1/2 picas between block and next element above or below.
      (4.) Because it is narrower, less copy, more conciseness.
      (5.) Past tense.
      (6.) Copy should be approximately 15 lines in length
      (7.) Use unjustified type for modern appearance.
   c. Cluster captions (Copyfitting to be explained later.)
      (1.) Use present tense. Follow regular rules for id's.
      (2.) Uniform width throughout--15 picas.
      (3.) May be placed anywhere near the picture/pictures it is identifying. Preferably, it should be placed on outside of cluster (sides or bottom). Every picture must have 3-line caption.

(4.) Allow 3 lines per pic id. No more than 9 lines.
(5.) You may cluster a caption for 2-3 pictures, but no more than that or you will have a copy block! If you do cluster, allow 3 lines for each pic and label as necessary (ABOVE, LEFT, BELOW, etc.)
(6.) 1 1/2 picas between pic and caption.
(7.) When picture is wider than caption, place caption closest to inside page elements--opposite edge of paper. (SEE SAMPLE)
(8.) Keep ALL white space on outside--especially in corners and do NOT trap it!
(9.) Style...italics or boldface for variety.
(10.) Restrict cluster caption directions to the pictures on its respective page. Do not write a caption on one page directing the reader to a picture on the opposite page. Keep the cluster caption on the page that pictures appear.

d. Additional rules
(1.) Sports statistics should be boxed and treated as a geometric element.
(2.) Group names and identifications may have to be an exception to the 15 pica width. We shall see as we come to it.
(3.) Additional guidelines and modifications will be made as we plunge into this and questions arise. Be prepared for them.

e. Other layout styles--information to be supplied upon request.
(1.) Mondrian Layout -this style is much like the mosaic, but the layout is comprised of geometric areas formed by intersecting lines. It has more restrictions than the mosaic.
(2.) Modular Layout--a large rectangle is divided into smaller ones in which all photos are placed. Copy and headlines generally lies outside this rectangle.
(3.) Smokestack Layout--basically this is the same as modular, but the top line of the rectangle is broken by a verticle photo extending to the margin or bled to the top of the page, giving a smokestack effect.
(4.) Floater (or Isolated element) Layout--it can have the characteristics of any of the major styles (mosaic, modular, mondrian) but it is distinguished by a single small photo isolated from the remainder of the spread by white space.
(5.) Skyscape (or low profile) Layout--this is an offshoot of the modular layout style. It is distinguished by two characteristics: All pictures displayed at the

bottom of the page are flush with the bottom margin or all bleed off the bottom of the spread while the top of the pictures are staggering heights. When this is reversed it is called High Profile Layout.

f. Column Method--is centered around one basic principal-dividing the spread into a given number of columns (from 2-4 per page). By placing the elements (pics, copy and captions) within one or more of the columns, you can achieve any of the appearances of the other styles.
   (1.) NEVER let an element extend into a portion of a column, with the exception of photographs which bleed. (In this case, pic would take up 1,2.3, etc. columns plus the outside margin.)
   (2.) Type must be confined to a column and be a column width; however, it can be set in 2 columns in width.
   (3.) Each spread throughout book should be divided into same number of columns. (If decide on 3-col. -stick with it.)
   (4.) Heads should either begin or end at a column margin, but they need not adhere to the column width. Captions should be clustered.
   (5.) Definite interior margins should be established (2 picas between all elements).
   (6.) Pictures should be located to the middle of the spread, with white space and copy falling to the outside corners.
   (7.) Other rules same--dominant picture, etc.

g. Mosaic Column Method
   (1.) Select and position a dominant pic.
   (2.) Keep equal distance between all elements.
   (3.) Place copy to outside of pics.

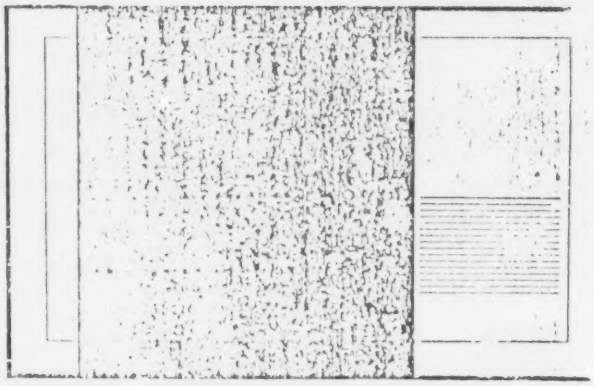
Number of columns depends on preference and what your yearbook company offers.

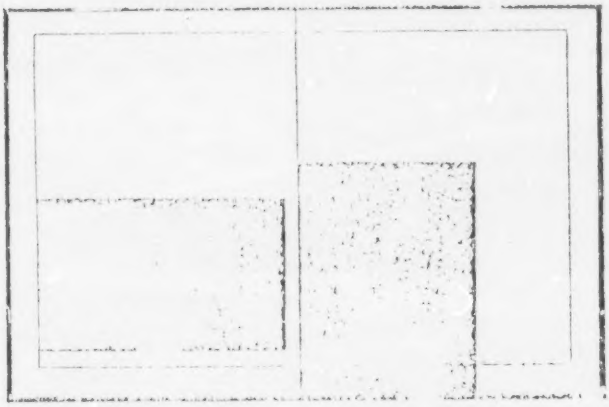
Remember--this is a method for achieving a style. It is not a style in itself.

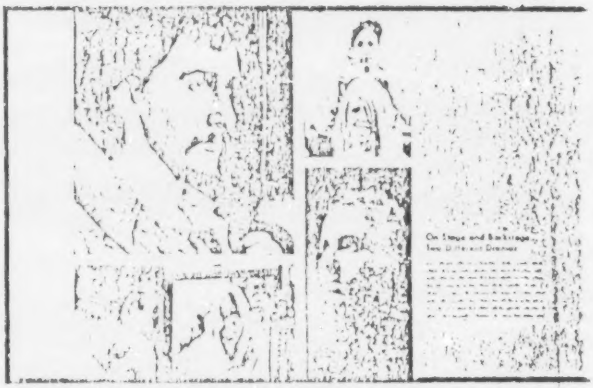
MOSAIC LAYOUT

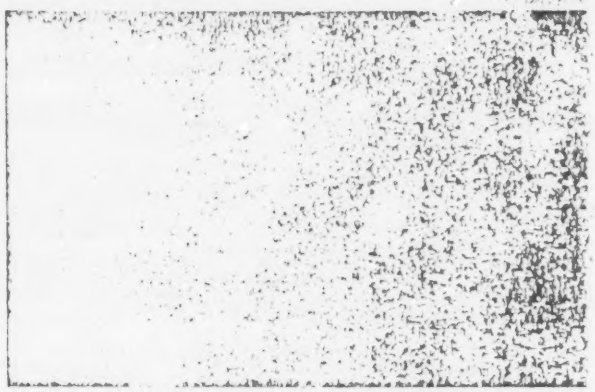
BEST COPY AVAILABLE

MODULAR LAYOUT









ISOLATED ELEMENT

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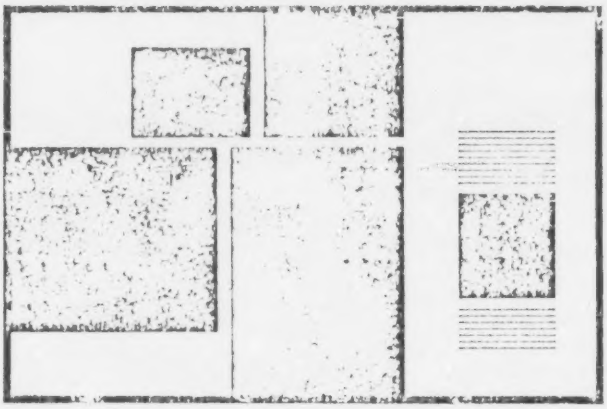
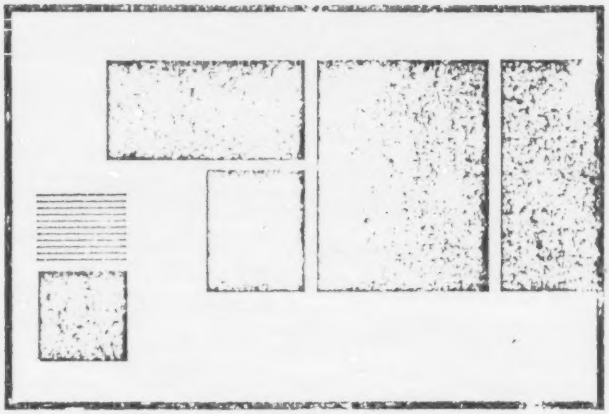
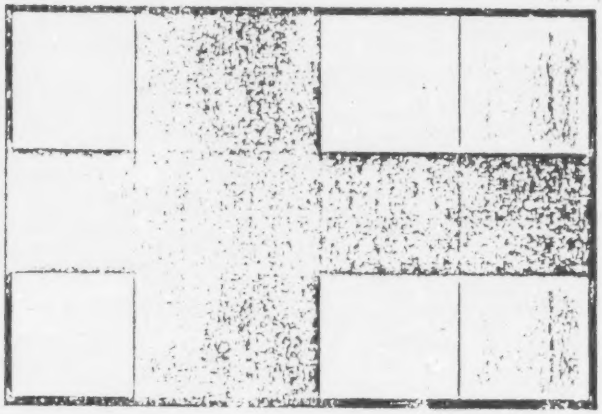
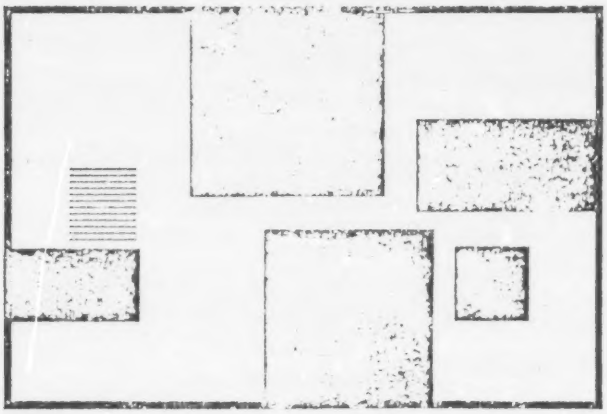
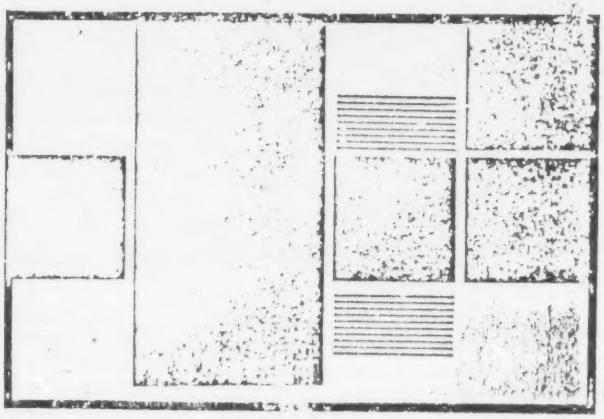
MONDRIAN LAYOUT

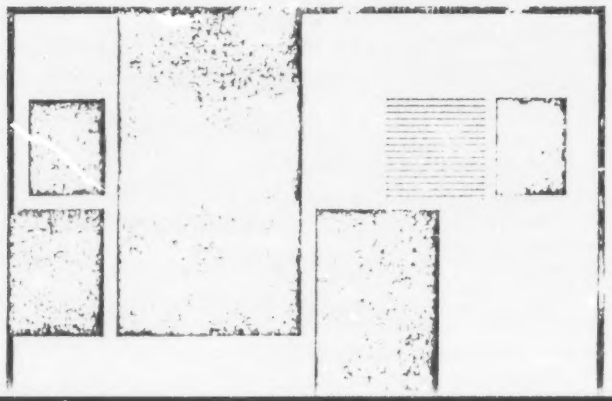


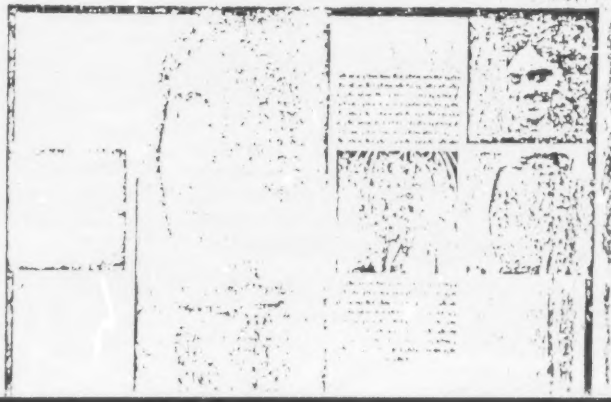












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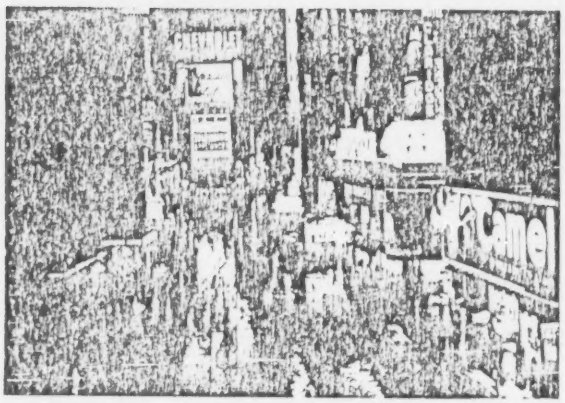
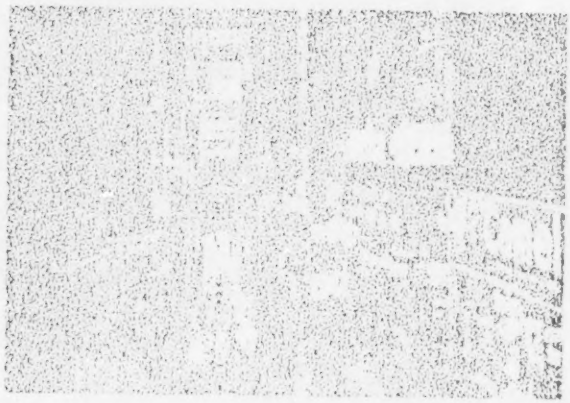
AVAILABLE SPECIAL EFFECTS

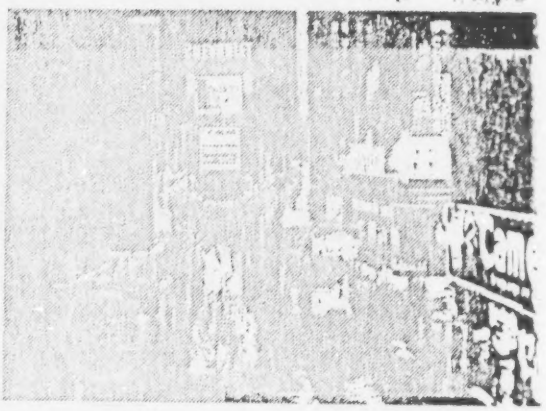


STRAIGHT POSTERIZATION

WAVY LINE (50%)



MEDIUM MEZZO TINT (50%)



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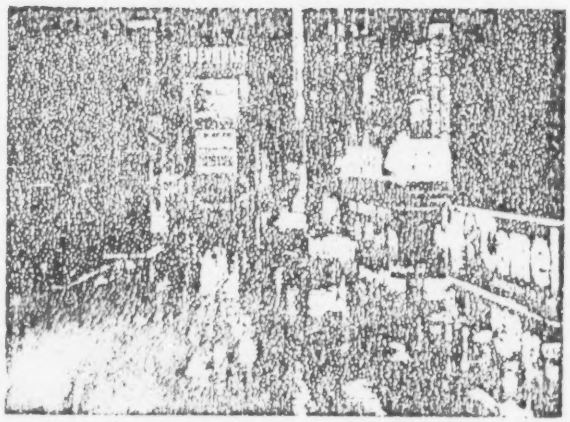
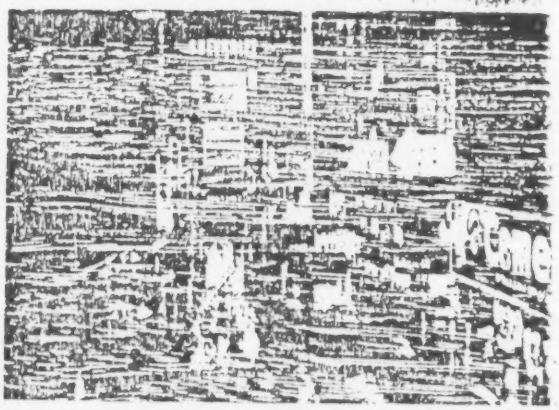


COARSE MEZZO TINT (75%)



WOOD GRAIN

From Inter-State Yearbook Company

XV. Photography--this is the heart of every yearbook. Good layouts depend on good photography for their success. A picture IS worth a thousand words and its content and quality must be carefully regarded. Such consideration involves impact, interest centers, picture ideas, composition, backgrounds, cropping, etc. Pictures can be the success or failure of the book. Today's yearbook is a photo-journalistic masterpiece.

A. Success of photography depends on:

1. Good quality prints--it is of prime importance to detect poor, poor pictures. Aside from composition, the "earmarks of a good print" include good contrast and background, sharp focus and detail. Out-of-focus, scratched, folded or finger-printed prints should NEVER be accepted. A REPRODUCTION IS NEVER BETTER THAN THE ORIGINAL PRINT. 1/3 of original quality is lost in reprinting.
2. Good composition--pleasant arrangement of subject. This doesn't just happen. It requires PLANNING. Photographer must KNOW what you want and he must take what you ask for, unless he decides that it is photographically or mechanically impossible. Small group shots are particularly hard to take creatively. LOOK for ideas in other books and magazines! Know what you want BEFORE you get ready to take the picture.
3. Good subject matter--feature and action pics take a lot of thought and planning. Cannot just go and take anything. Must know your intentions. What is this picture supposed to tell?
4. Good cropping--this can make or break a picture.

B. Skill in photography depends on: (you don't have to be a professional photographer to know what's good)

1. Knowing what a good picture is.
2. Knowing what pictures are needed.
3. Being sure they fit your type of layout. Always carry minis.
4. Going along with photographer to get what you want.
5. Doing a good job of cropping.

MUST PLAN AHEAD AND PREPARE FOR EMERGENCIES. BE AWARE OF CALENDAR AND ONE-TIME ONLY PICS (Homecoming, etc.) BE CONSERVATIVE WITH FILM. WITH WELL-PLANNED LAYOUTS AND PICTURE IDEAS, THERE IS NO NEED FOR WASTE. 2 poses per shot- maximum.

C. Story Elements of a picture--

1. Candids should tell a story--may be a facial expression, an action, a mood, a feeling. Must convey something.

2. Look for facial expressions and capitalize on them.
3. Look for props that help tell story--clock showing late hour as student studies, yearbook materials while working.
4. Look for interesting angles--most pics are taken "head on." Trying shooting down, up or from side, when logical to do so. Avoided stilted shots.
5. Record an event or appeal to memory.

D. Basic types of pictures--

1. Bread and butter (portraits and groups)--tells WHO made the action for the year. No substitute for good formal shots. Don't try to achieve unusual, informal arrangement with large groups. Purpose is to show faces of a particular group.

   a. Seniors, juniors, teachers--professional photography required. For panel shots, dress should be uniform and appropriate. Head sizes must also be uniform.

   b. Formal group shots--teams, classes, clubs, music groups. Faces are important here. Should also be taken professionally. Need planning here, too. (Staff member plans and schedules pic, accompanies photographer, GETS IDENTIFICATIONS according to rows and does the cropping.)

      (1.) Chief purpose: to show ALL members for easy identification and recognition. Informal posing is acceptable for groups of no more than 10-15. You defeat your purpose if faces are hidden, id's are impossible or background detracts.
      (2.) Need risers, benches, chairs or steps.
      (3.) Keep rows short.
      (4.) Avoid "busy" background--shrubs, wild drapes, etc.
      (5.) Put heads between heads.
      (6.) Avoid elaborate designs for small groups--such as V shapes or circles. Picture them CASUALLY and RELAXED--ala KU style.
      (7.) Do not picture more than 25-40 in one group.
      (8.) Pass properly labeled ID sheets along rows from left to right IMMEDIATELY AFTER picture is taken--for captions.
      (9.) In basic groups, eliminate props--large tables, desks or anything that clutters pic.
      (10.) Crop to eliminate feet, legs, background--focus on large faces.

c. Modern trend for faculty pictures--use of informal or candid shots. If candids are used, there MUST be uniformity in size of figures. There must be ample variety (although it can become stilted--at desk, blackboard, podium). Requires careful planning to be original and capture personality of each person.

2. Storytelling pictures--tell a story; may be posed action or unposed action (sports). Action, news, candid.

   a. May be a posed activity, sutuation or event, but it must look natural.
   b. Must have sharp center of interest. Focal point.
   c. Subjects should not be looking into camera.
   d. Look for unposed action--between classes, in class, at lockers, in halls, at assemblies, coming to school, during elections, dances, etc.
   e. News and spot pics depend on ingenuity of photographer to capture an unusual, once-in-a-lifetime shot--dropping books, slipping on ice, etc.
   f. Must know what it is you are trying to express in the picture.
   g. Capture human emotions.
   h. Watch for obscene signs!

3. Mob scenes--halls, cheering sections, lunch lines, graduation, Social Hall. Important because they are a common part of school, but don't overdo.

4. Feature photos--unusual, scene-stealing, extra-special picture. Takes brainstorming. Silhouettes, for example. Special effects.

5. School and campus views--good pics of school--a MUST in opening section. Emphasis is on building, but people MUST be included. Strive for new angles.

E. Posing "action" pictures

1. Subtly but firmly encourage subjects to talk and gesture as they would normally in same situation.
2. DEMAND that subjects ignore camera--that they must NOT look into the camera.
3. Don't let special backgrounds intrude so much that they complicate the picture.
4. Don't clutter the picture with too many people or try to include too much peripheral action.

5. Pose the subjects so the interest will be of adequate size. The action is the key and it should receive the major spot of the finished picture.
6. Keep the foreground simple, picturing only a few things. GET THE CAMERA IN CLOSE.
7. Do not put emphasis in dead center of picture.
8. Be careful not to have more than one or two students with backs to the camera.
9. Pep up routine head and shoulder portraits of officers, administrators, etc. Use special backgrounds and foregrounds to tell story. Librarian framed by pile of books, art teacher against his latest canvas, etc.

ALL pics must be planned in detail before taken! Every pic MUST have a purpose and tell a story--show an activity, person; create a mood; record an event; appeal to memory. NO EXCUSE FOR POOR PICS!

F. Picture story--telling a story with pictures is a new trend. It has replaced the old "snap pages." But each spread must tell a story.

1. It is similar to a short story, in that it must have
   a. a unified plot
   b. a few characters
   c. one setting
   d. limited moods
2. Decide on parts of yearbook as stories rather than sections--what is the story of the English department? How can I tell it? Through the eyes of a student? teacher? new books? new methods? Decide on emphasis, prepare layout, plan and take pictures.
3. Point-of-view is important; dance through the eyes of a girl attending (date calls for her, corsage, dancing, other couples, decorations, watching band, dinner afterwards)...featuring expressions.
4. If done well and selection of couple is representative (AFS students), readers will identify with subjects. Place the emphasis on ACTION. It can be done with more than one couple, if necessary.
5. There is a definite trent toward the feature story in today's yearbook, and playing up the positive side of student activities or accomplishments.

G. Cropping--Nearly all photographs contain some material which is not essential to the main story, material which may be distracting. These extras must be eliminated satisfactorily if the picture is to be a good representation of the idea portrayed. Cropping is the trimming off or blocking out portions of the picture to improve the impact and composition or to attain the desired dimensions. Then this area is enlarged to fit the layout, proportionately.

1. Improper cropping is the most serious fault of most yearbook pictures.
2. In groups, FACES are the most important element, so backgrounds, foregrounds (tables, desks, risers, etc.), legs and unessential elements should be cropped out. Therefore, overemphasis on a site for large group pictures is ridiculous when most of it will be cropped out.
3. Remember the original purpose of the picture. In action shots, concentrate on the activity itself. If the photograph is to show crowd reaction at a basketball game, it should not be cropped so that the reader will believe that it is a candid of a small group of people or even an informal of 1 or 2 people.
4. In some action shots, the entire figure must be retained, however, to tell certain stories...a toe dancer needs her feet, so do basketball players, high jumpers and drum majors.
5. Be careful not to leave arms, legs and bodies of other people in the sides or tops of pictures. They should be cropped out, or if they are essential, at least part of the face should be included for identification.
6. Sometimes, parts of the body (ears, arms, tops of heads, etc.) can be cut off without destroying effect, depending on what picture is trying to show. Consider the tv picture and news shots. It is not distracting unless it really makes person look deformed. Psychologists say that when we see part of a familiar object, our imaginations tend to see the rest of it, because we know that it really is there. It is important to facial expressions, especially, BUT NOT ON FORMAL GROUP SHOTS OR PORTRAITS.
7. Reader must see the story picture is telling immediately.
8. If the picture is to bleed off the page, it should be cropped to allow extra space on the edges where it is to bleed so that important details will not be chopped off in the trimming of the finished pages. This is especially true of heads at top of the page.
9. When layouts are prepared, the size of the print you get will seldom if ever conform to the size picture you want on the page. Also, background and non-essential material must be eliminated. PROBLEM--how to make pics you have fit sizes on finished layouts. This is easily solved. Most pics can be enlarged or reduced to fit specifications, as long as same pic shape is available (you cannot crop a horizontal picture for a vertical space, and vice versa).

   a. Cropping procedure--after pics have been taken. If you enlarge your pictures and do your own paste-up.

(1.) After layouts have been made and approved and have been transferred to prelims, write measurements for each pic on layout in pencil. BE 100% ACCURATE OF MEASUREMENTS!

(2.) Adjust croppers to fit that space exactly and tighten knobs carefully. (HANDLE WITH CARE--$13 each--responsible for damages).

(3.) Place cropper on picture for that space and close in sides of cropper carefully to include only the most important part of the picture. Be careful that croppers don't slip out of proportion.

(4.) When you have found the BEST area, mark corners with pencil. Then outline area lightly with grease pencil.

(5.) Mark enlargement size on back of picture--legibly in pencil. Add 1/8 inch to each side and also indicate name of section on back.

(6.) On prelim layout, mark date cropped (as well as date pic was taken). By marking these dates, you and editor can tell at a glance what has yet to be done for your section.

(7.) Find negative in your red box--HANDLE CAREFULLY! Put negative and pic in enlargement envelope to be found in second drawer of desk. Place negs away from grease pencil markings on pics!

(8.) Handle negatives with CARE--DON'T CLIP, FINGERPRINT, SCRATCH, LOSE, etc.--or THAT'S THE END!

H. Picture scheduling procedure--once your layouts have been approved and picture ideas are ok'd, you must meet picture-taking deadlines.

1. Must know EXACTLY what picture is to show and whether it is vertical or horizontal. Have mini's with you! Label pic ideas on your prelim layouts.
2. Check calendar for available dates and times.
3. Must contact people involved!
   a. Check with photographer FIRST. Be diplomatic with him. He is responsible to you, but he is not your slave!
   b. Give subjects at least 2 days notice when possible!
   c. Must always be COURTEOUS and RESPECTFUL!
   d. Always identify yourself and state your purpose CLEARLY.
   e. Must make it clear when the picture is to be taken, where it is to be taken, what type of dress, any props necessary, who will notify remaining group if more than person is involved. (If it is a teacher sponsored group and it involves notifying others by the Daily Bulletin, be sure you know who it is who will be responsible for the notification). If a teacher asks to be reminded--DON'T FORGET!

f. At time pic is to be taken--BE ON TIME, preferably 5-10 minutes early to set up and prepare ID sheets when called for. Must always get names of subjects at time pic is taken--candids as well as groups.

4. When all details are settled, put ALL of the following information on the calendar in PENCIL:
   a. Put in correct date area!
   b. Print small but LEGIBLY to allow for other pics being taken that same day.
   c. Include--TIME, GROUP, PLACE, PHOTOGRAPHER, SECTION BEING TAKEN FOR.
   d. Be sure no one else has scheduled that time, camera or photographer first. FIRST ONE ON CALENDAR HAS PRIORT except in an unforseen emergency.

Always remember: when dealing with people and scheduling, what you do and how you act always reflects back on the yearbook staff as a whole and not always on just you as an individual. We try to maintain a respectable image, so do not hurt it by being rude for any reason to anyone. Learn to "grin and bear it!" Courtesy and efficiency are VITAL in our dealings with others!

XVI. Writing good copy--while the yearbook is primarily a picture book, pictures do not tell the ENTIRE story. Therefore, the trend is toward a more well-written, factual book.

A. Reasons for good copy--
   1. Language is basic to communication. Pics need explanation.
   2. It is necessary for good reporting--to preserve the real record for history.
   3. It serves as public relations agent--without it, true picture cannot to conveyed.
   4. Copy stands the test of time when pics fail to remind readers of actual event.
   5. It is an important layout element--gray mass is necessary for attractive design.

B. 9 Functions of yearbook copy--
   1. Good copy is FACTUAL and ACCURATE! It answers the readers' questions; it is informative and interesting; it gives names, dates, places, activities of organizations, titles of plays, members of teams, casts, etc.
   2. Good copy plays up what is NEW for that year in ALL areas.
   3. Good copy supplements the pictures--telling what the pictures can't and NOT repeating what it shows or is obvious.
   4. It MUST FIT the area specified and be concise.
   5. Good copy varies in organization and openings.
   6. Good copy takes WORK. It involves planning, interviewing, researching, reading, REVISING, RE-REVISING, EDITING.

7. Good copy avoids boring detail, editorial comment, personal opinion, kidding, alibis, sarcasm or anything suggestive or in poor taste.
8. Lead needs WOW--beginning with the most important thing--the NEWS PEG--focal point.
9. All copy must be well-written, but theme-setting copy and division copy must be EXTRA-SPECIAL TERRIFIC!

C. Major types of yearbook copy--

1. Body copy (text or copy block)--the key to success is RESEARCH and having a NOSE FOR NEWS!
   a. Copy should be history.
   b. BEFORE writing, study and research the subject, keeping in mind who you must interview and having good questions. No "FANNY COPY" ALLOWED!
   c. After subject is researched, read over facts to find your focal point--news peg. Most important.
   d. Arrange facts to give emphasis to main point first, beginning with most important and working down.
   e. Use good, basic vocabulary that is mature but understandable. Don't overestimate ability of readers.
   f. Use short, concise sentences. 19 word limit.
   g. Use short paragraphs to make it look readable. But no 1-sentence paragraphs!
   h. Use good active verbs, concrets nouns--NO PASSIVE VOICE.
   i. Use personal words that apply to us--Big Red, Bulldogs, etc., but not "we" or "our", etc.
   j. Avoid overuse of school's name.
   k. Use direct and indirect quotes for variety.
   l. Always use good grammar, sentence variety and proper mechanics. PAST TENSE.
   m. Measure depth in PICAS, indicate on layout--number of lines.
2. Quotation Copy--a new approach to making copy readable as introduced by the Legend of Brookfield, Wisconsin. Story is told through student and faculty quotes and comments.
   a. Modified approach--half-factual and half-casual.
   b. Further information will be provided upon request.
3. Headlines--should immediately tell reader what story and that spread concerns.
   a. Must use good, powerful verbs. ACTIVE VOICE.
   b. Avoid tags or labels--very outdated.
   c. Must maintain same style and size throughout book--except Opening Section.
   d. Must express a COMPLETE THOUGHT, with subject-predicate.
   e. Never use all caps. Hard to read.
   f. Never make them more than 2 lines deep.
   g. They MUST FIT. Will establish our head count yearly.

h. Head must always go directly ABOVE COPY BLOCK AND lead logically into it.
i. Measure width of each line in PICAS, then refer to scale to determine total number of units allowed for that line. INDICATE picas and units on layout. Cannot go beyond that count. Can go 1-1 1/2 units below.
j. When a head goes across gutter, don't break a word in two.
k. Running heads should stay in same position on both pages. HISTORIC PRESENT TENSE.

4. Captions (cutlines)--function is to complete the story that picture begins.
a. Should be short--2-3 lines.
b. Content must be FACTUAL--answer the 5 W's and H.
c. NEVER repeat what picture shows visually.
d. Identify people and situations involved.
e. Requires good planning and MUST FIT.
f. Beginnings should be varied to prevent dull openings. NEVER use terms such as "pictured here," "shown here," or "in the picture are."
g. NEVER USE "from left to right." Give directions only when identities are not in logical order.
h. Don't begin with a string of names.
i. Use good NOUNS and VERBS with sensory appeal.
j. They should follow same style throughout as to number of lines, width and positioning.
k. Avoid meaningless, useless captions that pertain only to people pictured.
l. All picture people should be identified, except in mob scenes, special mood shots, or where more than 5.
m. Vary sentence structure. Use a variety of the following openings:
1.) Proper noun
2.) Adverb
3.) Adjective and noun
4.) Appositive
5.) Verbals
6.) Preposition, phrase
7.) Alliteration
8.) Dependent clause
9.) Exclamatory word, phr
10.) Direct quote

5. Identifications--lists of names for group shots.
a. Names should be spelled CORRECTLY and associated with proper picture.
b. Should follow style sheet for consistency.
c. Use first and last name only to save space. Out of desperation resort to first initial, last name.
d. Avoid nicknames, except recognized ones like Bob, Bill.
e. Legal names should be used for senior pictures, index and National Honor Society.
f. Begin with BACK ROW and work up to FRONT ROW.
g. MUST FIT before cropping pic.
h. ID sheets must be distributed at time of pic. Be sure they stay in order.

6. Mood copy--is used sparingly to stir the emotions. Opening section, divisions, closing, special accomplishment of school, faculty or students. It must be written with feeling and affection, but without getting flowery.
7. Sample copy to be provided upon request.

Finally--Before you can consider communicating an idea, you must have an idea to communicate. If the idea is hazy in your mind, words cannot clear it up. Clarity is a result of clear thinking, so before you write--THINK CLEARLY about what you are trying to convey.

GOOD WRITING IS 1% INSPIRATION AND 99% PERSPIRATION!!!

D. Copyfitting--all copy MUST FIT PERFECTLY. Character counts will vary from year to year.
E. Keying--labeling layout spaces to correspond with copy.
   1. Identify each area of copy (except head) with a capital letter--from A on. The first piece of copy on each sheet and layout is A, then proceed in logical manner, but in alphabetical order. KEY ONE PAGE AT TIME.
   2. On layout--for each area of copy--print the letter which identifies that copy and is intended for that space. Must correspond correctly.
   3. Key by page rather than by spread.
F. Final typing preparation--after originals and revisions have been okayed. Always type a CARBON.
   1. Use separate copy sheet for each page of layout regardless of amount of copy. (It could be just 1 caption or head.)
   2. Key properly.
   3. Always TYPE copy--double-spaced.
   4. Type head at top and lead into copy block. Label headline at side as "head." Write in on prelim layout as it is to appear.
   5. Fill out ID material at top of each sheet (school, city, state, job number, page number, etc.) Be positive it corresponds with layout.
   6. Initial bottom of final and carbon after it's been PROOFREAD by you and someone else. Both names are to appear.
G. Headline Unit Count--memorize it and use it to count out all heads; heads should not go beyond the specified unit count at all; they should not be shorter than 1 - 1 1/2 units less.
   1. All lower case letters (except f, l, i, t, j, r) and (m, w) = 1 unit count each
      a. f, l, i, t, j, r = 1/2 unit count each
      b. m, w = 1 1/2 unit counts each
   2. All CAPITAL letters (except I, J) and (M, W) = 1 1/2 unit counts each
      a. I, J = 1 unit count
      b. M, W = 2 unit counts

3. All figures (except 1) = 1 unit count
   a. 1 = 1/2 unit count
4. Each space (between words) = 1 unit count
5. All punctuation marks (except — and ?) = 1/2 unit count
   a. — = 1 unit count
   b. ? = 1 unit count

Example:

1 1/2 1 1 1 1 1 1 1/2 1 1/2 1 1 1 1 1 1/2 1
C u b s a s s i s t e d b o t h = 17

1 1/2 1/2 1 1/2 1/2 1 1/2 1/2 1/2 1 1 1 1/2 1 1 1/2 1
S t a f f s l w i t h l p r o j e c t s = 16 1/2

(The total units allowed per line is determined by the type style selected.)

ACCURACY IS A MUST!

XVII. Headline Rules

A. The content of news headlines

1. The head should be a summary of the news story, not a mere label.
2. The headline should contain as many specific facts as it is possible to include. It should answer as many questions as a summary lead.
3. The head should contain nothing that isn't in the story.
4. Heads should be positive rather than negative. In general, tell what was done rather what was not done.
5. Heads should not contain words used only as filler. Eliminate those excess words and insert another idea.

B. Traditional rules of construction: WHAT TO DO

1. Get the outstanding fact or the news feature in the first line of the top deck. Tell as much of the news as you can get into the space.

WEAK	BETTER
Miss Wilson Says	Health First Aid
Health First Aid	To Girl's Beauty,
To Girl's Beauty	Miss Wilson Says

2. Put a verb, expressed or implied, in every deck. Otherwise you will have a label.
3. Use strong verbs.

   Kits Wallop Wauwatosa, 86 - 15

   not

   Kits Defeat Wauwatosa, 86 - 15
4. Omit forms of the verb to be if possible.

   Changes Slated For Home Rooms
5. Use the present tense to describe past events. This use is known as the historical present. Of course, a present-tense verb should not be used with a time word, such as "leaves yesterday." Just "leaves" would be sufficient.
6. Ordinarily write numbers in arabic form. Sometimes, though, Numberals up to ten may be spelled out.

   Top 23 Speak In Final Events Of Snyder Contest

   Five Teachers "See the World"
7. Use short, crisp words as much as possible in preference to longer synonyms. Consult Roget's Thesaurus or other books of synonyms. The short words at the left are usually used in daily newspapers for the longer words at the right.

urge	advocate
prove, grill, quiz	investigate
censure, rebuke, rap, hit, flay	criticize
raid	search

clash, battle, war, scrap	contend with
peril	imperil, endanger
wed	marry
clash	controversy
win	victory
slay	murder
laud	praise
aid	help, assist

8. Be as specific as possible:

POOR	BETTER
Gridmen Defeat	Gridmen Triumph
Opponents Easily	Over Lane, 7 - 0

9. Make heads as lively and colorful as possible.
10. Punctuate heads correctly:
    a. Do not include a period at the end of each deck.
    b. Substitute the comma for "and" when the meaning remains clear:
        Smith, Evans Call First Grid Practice
    c. Use single quotation marks in place of double quotation marks:
        UMCA'S 'Big Three' to Meet As Dance Fans Enjoy Holidays
    d. Follow all of the other ordinary rules of punctuation.
11. Use only abbreviations such as GAA, FBLA, FHA, etc., which are readily understood by your readers.

WHAT NOT TO DO

1. Do not use articles (a, an, the) unless they are needed to make the meaning clear.
    Janice Gockel Named Secretary Of the Newly Formed Stamp Club
2. Avoid beginning a head with a verb, unless the subject is clearly implied.
3. Do not separate the following from one line to the next:
    a. Preposition and its object
        Beloit Beats Macalester in 35-32 Battle
    b. Parts of the same verb
        Elmburst Set Down, 52-0 By Wesleyan
    c. Parts of the names that belong together
        Drama Club Elects John Brookhart New President
    d. Abbreviations
        Seniors to Hold Dances at YM CA on New Year's Eve Day

e. Noun and its adjacent adjective

Tireme Girls Plan for Annual
Turnabout To Be Held in March

f. Hyphenated words

Bob Brown Elected Vice-
President of Letter Club

4. Avoid heads that carry a double meaning:

Magician To Appear
On Activity Ticket

5. Write nothing in the headline that isn't in the story. If you know something interesting or important has been omitted, insert it in the story.
6. Don't editorialize.
7. Don't use names unless the persons are extremely well known. Use a synonym that would be more meaningful.

POOR	BETTER
Jessica North Reviews Novel	Author Reviews Wisconsin Novel

C. Understanding Headline--Writing Procedure.
1. Read through the entire story to be sure that you understand the content.
2. Write or phrase in your mind a short one-sentence summary similiar to a telegram.

D. Heads must fit designated area.

E. Know unit limit -- never go beyond it.

F. Style of capitalizing depends on preference, but BE CONSISTENT!

XVIII. Copyreading and editing--a vital final step.

A. MUST BE ACCURATE if book is to be reliable record. "History deals with fact, not fancy.
B. First law of good reporting is ACCURACY. It's history.
C. "A yearbook is forever," so if misspell a name, give a wrong fact or score--its value is ruined. Reason for inaccuracies--failure to TAKE TIME to be correct. LAZINESS.
D. Tools of accuracy; must have on file
   1. At least one copy of every school publication
      a. School paper (past and present years)
      b. Official public school directory
      c. File of sports, plays, shows, dance programs for reference
      d. Published schedules of assemblies, tournaments, etc.
   2. Yearbook files of past years.
   3. Sports files and records (official scorebook, news clippings, etc.)
   4. Complete set of enrollment cards and schedules to include: Name, address, phone, homeroom, class schedule
   5. Organization files
      a. Official membership files
      b. Information sheets--prepared early in year
   6. Official school calendar--kept up to date
   7. Daily bulletins
   8. Senior information sheets
E. Check ALL names for spelling (Greene, Braun, Whyte)
F. Names and facts in heads should agree with copy block information
G. Times, dates and places should be verified
H. Events, programs, scores, etc. should be verified
I. Use of numbers in copy requires CAREFUL checking:
   1. Inconsistency must be avoided. Copy may say 115 in NHS and list may have only 110 names
   2. ALL identifications must be checked. BE POSITIVE that total number of people identified corresponds with number in picture.
   3. People must be properly matched with names.
   4. Typographical errors of obviously incorrect numbers should be caught by alert copyreaders.
J. Always follow STYLE SHEET for consistency.
K. When proofs are returned to us for checking, only the company's errors may be corrected. Otherwise it COSTS us to correct errors. You COPYREAD BEFORE it is sent to the printer--the same goes for copyfitting. If you make a mistake--it is printed that way!

ACCURACY! ACCURACY! ACCURACY! ACCURACY! ACCURACY!

IF IN DOUBT -- FIND OUT!!!

A FINAL WORD --

This, then, is the WONDERFUL WORLD OF YEARBOOKS! If it sounds dull to you, if it sounds like too much work or if it sounds too demanding, this is NOT your "cup of tea." If, however, after this brief introduction to what it is like, you are still 100% interested and willing to continue--well and good. But, remember--once you are selected, you have COMMITTED yourself to a worthy and expensive cause. There is then NO WAY OUT unless the sponsor asks for it for one reason or another. You have VOLUNTEERED for this work, you have COMPETED for acceptance ... so when the going gets rough next year and deadlines and pressures get the best of you, keep the complaints and gripes to yourself, because, remember --

YOU ASKED FOR IT!!

Good luck to all!

YEARBOOK TERMS

artwork: Drawings, charcoals, watercolors, any pictorial art or design.

bleeds: Pictures which extend beyond edge or edges of the page; go beyond prescribed margin and are trimmed even with the edge of paper.

body copy: Story of the year of a club, activity, sport, etc. which is narrative, or descriptive, as distinguished from captions and headlines.

candids: Unposed, casual pictures.

caption: Supplementary line or lines of copy above or below picture. (See cutline)

cob: Cut Out Background (of a photograph).

copy: All written material. copy block: Area shown in dummy as amount of space to be occupied by type (copy).

copyread: Checking of copy by copyreader, editor or staff member to assure accuracy and consistency with style sheet.

cropping: Marking a photograph to indicate the part desired for enlargement or reduction; trimming away background, foreground, sides of a photograph to remove parts that do not contribute to the center of interest. cropping squares: L-shaped measure used for cropping proportionately.

cutline: Copy accompanying, supplementing a picture. Identifies people, answers reader's questions (who, what, where, when, why, how).

deadline: A time limit set for all copy, layouts, photographs to be sent to printer; we have 5-6 deadlines within each major deadline.

division page: One or more pages separating major divisions of content.

double-page spread: Two pages in yearbook which face each other when book is opened.

dummy: Detailed plan or "blueprint" of entire yearbook.

duotone: Process by which a picture is printed in black and a second color, giving the printed page the appearance of two-color printing.

end sheets: Heavy sheet of paper used to attach book to cover (front and back). May have printed design or photo on them, or may be be left blank.

flush: Level and even with adjacent object. Such as - headlines are flush to the picture next to them - no lines are indented.

glossy: Shiny pictures which are required for good reproduction.

gutter: Inner space between two facing pages; binding fold.

headline: A kind of title for a page or spread. news head: Follows rules for newspaper-type heads--subject, verb, or elliptical composition. label or tag: one or two words used as title. running head: Starts on left-hand page and finished across gutter on right-hand page.

index: Detailed listing of every name that appears in book, together with page number where it can be found. Lists activities, too.

justified copy: Copy or captions in which the lines of copy are flush (the end of each line is even with the end of the next line). Copy where lines are uneven on one side are: unjustified.

ladder: Two columns of numbers with a number for each page in yearbook. Shows double-page spreads. Numbers begin on right side and end on left. Odd numbers are right-hand pages; even numbers are left hand.

layout: Plan for pleasing arrangement (according to certain principles) of body type, display type, pictures and white space.

margin: White space (border of white) around a page.

natural spread: middle of signature; no loss of picture in the fold.

overprinting: Printing over a picture; black printing over light area.

page proof: Sample impression of type and pictures for purpose of checking typesetter's accuracy and quality.

panel: Group of individual pics placed together to form 1 unit - class pics.

pasteup: (verb and noun) All components of a page mounted on a backing sheet ready to be sent to the printer.

pica: Unit of printer's measure. 6 picas to an inch.

point: Unit of printer's measure. 1/72 of an inch. Refers to height of letters from base to top. 72 pt. = 1 inch tall.

reverse printing: Printing that comes out white on a dark picture.

style sheet: Set of typographical, grammatical rules and forms for use of staff to assure consistency and uniformity.

signature: Folded printed sheet forming one section of a book. Usually 16 pages, but may be in multiples of 4, 8, or 32 pages.

spine: Backbone. The back of a bound book connecting the two covers.

spot color: Use of one or more colors on a page to add effectiveness; may be in art work or blocks or designs.

spread: Two facing pages. All layouts planned on basis of double-page spread.

theme: Central idea or concept; narrative thread that unified or coordinates the parts or divisions of the yearbook.

wheel: Proportional scale used for enlarging or reducing pictures.

white space: Area of printed matter not covered by type or pictures.

widow: A left-over word in a last line of a caption, outline, or body copy; a line of copy or type consisting of only one word or part of a word.

ASSIGNMENT SHEET

ASSIGNMENT 1 --

A. Assume that you are in charge of covering ALL spring events for next year's book. Using the PTA and school calendars and your own general knowledge and resourcefulness, compile a chronological LIST of events which you feel should be pictured in next year's book. Consider ALL activities for the 3-month school period beginning March 1 and also consider any summer activities you feel should be covered. BE THOROUGH!

B. Select ONE of these main events (i.e. graduation) and describe 3 picture ideas you would use to show this event. Use stick drawings or cut-out pics from magazines which would represent the idea you are trying to get across. Also include a WRITTEN explanation of each picture. BE ORIGINAL and DO NOT USE IDEAS TAKEN FROM LAST YEAR'S YEARBOOK!

ASSIGNMENT 2 --

A. Write down 1 good possibility for a theme for next year and explain HOW you would carry it out on the divisions. You will develop this idea in more detail for a later project.

B. Make a ladder of the first 15 pages of the yearbook, following the rules for a good introductory section. BE ORIGINAL!

ASSIGNMENT 3 --

A. With your appointed partner, select 1 of the following sections (Academics, Student Life, Organizations or Sports). Decide how many pages you will need to create a good section--if you had your choice of number of pages. Prepare a COMPLETE LADDER for your section. It must by TYPED. Turn in 1 paper for the 2 of you and include both names on the paper.

B. Describe 5 good ACTION shots you would include in this section. Include sketches and written explanations. BE ORIGINAL!

C. EXTRA CREDIT--List all the honors achieved by students that are known about by Feb. 15 and which could be included in a special Honors section. Starting from September. Refer to last year's school paper for assistance. These honors should be big ones worthy of featuring in the yearbook.

ASSIGNMENT 4 --

A. Plan an informal, story-telling picture for each of the following departments, showing a teacher in action:
1. English 2. Social Studies 3. Math 4. Foreign Language
Include a sketch of each and under each one include a written explanation. Include a list of necessary props. Tell if it is to be a vertical or horizontal shot.

B. From the yearbook you have been given, select 1 division and write a critique of it. List both positive and negative comments about it, based on what you have learned thus far about content, pictures, etc. Suggest possible improvements. Turn in book with your assignment. Put the title and year of the book you have critiqued at the top of your paper. Also comment on the overall effectiveness of the book by commenting about its Opening Section, Cover design, theme's effectiveness, division page design and copy and organization of content. TYPE!

ASSIGNMENT 5 --

A. From last year's yearbook select 3 outstanding layouts, indicating page numbers and tell why you like them. Also, select 3 poor ones, and explain why they are not good.

B. Create a layout (on prelim) for use in any section of the book (other than senior or underclass). Use mosaic layout and 4 to 5 pictures with captions, 1 copy block and a 2-line headline. (IN CLASS)

C. Create a layout for 2 of the following sections: Academics, Student Life, Organizations, Sports. Use 2 different sections. Prepare like a regular layout, following established margins, marking all necessary items, etc. The number of pictures you use will depend on your judgement.

Describe each picture used--drawing sketch on your layout or on a separate sheet with explanation.

Indicate on the outside of your layout what section it is intended for.

ASSIGNMENT 6 -- (Major Project)

A. Assume that you are the editor of the yearbook. It is your responsibility to divide the book into sections, deciding how many you need and what they are. Name the divisions IN ORDER that you would include

and give a general summary of what would be included in each. BE POSITIVE THAT COVERAGE IS COMPLETE! You may combine some sections to create new divisions if you wish. (For example, put Underclass and Senior sections combined into a Student Body section.)

B. Using a theme idea that EXCITES you (from list or imagination), show how you would carry through that theme from cover to division pages. Draw a sketch of the cover (include color scheme you would use--construction paper, etc.) and a sketch of the basic design for the divisions (on preliminary layouts.). Sketch in pictures for each division page, and in a brief, typed summary, tell how each picture supports the theme.

C. Prepare a ladder of the Opening Section that would support the theme. The length depends on you. BE ORIGINAL!

ASSIGNMENT 7 --

A. From magazines or newspaper cut-out and paste-up or tape on typing paper OUTSTANDING examples of each of the following types of pictures. Put in note or scrapbook form:

1. News
2. Feature/mood
3. Odd angle
4. Building
5. Casual group
6. Sports action

B. List 3 good ideas for color pictures for next year that are representative of the total school, are colorful and are worth the $175 each that they cost. Keep in mind that they must be in to the yearbook company by Nov. 1. Include a brief explanation of each, and a sketch, if possible.

C. List 10 good places around the campus (indoors and out) that would be good for posing small groups (officers, honors groups, etc.)

ASSIGNMENT 8 --

A. Hypothetical scheduling assignment: Within a 5-day span on the calendar, you are to schedule a picture according to your individual assignment, with the proper people and put it on the calendar. You are to keep in mind ALL rules for scheduling and are to approach the staff as the people they are representing. Evaluations will be made by staff and sponsor concerning your mechanical handling, general attitude and approach, etc., etc., They have been instructed to make this somewhat of an obstacle course, although the situations that will arise are NOT exaggerated or unrealistic.

B. With the 3 pictures given you for 1 of your 4 layouts, crop all pictures to fit your layouts. Key them on back; use grease pencil; mark exact measurements. You may have to change your layout for proportions--if so, attach new layout. Put measurements on your layout as well.

ASSIGNMENT 9 --

A. Figure the number of lines for your copy block on your cropping layout and indicate it on your layout. Also mark the characters per line for each caption. (Due with cropping assignment.)

B. For each of 3 pictures given you today, write 2 captions using 6 different openings. Refer to rules for caption writing. Make up names for people you do not know. Create situations, if necessary. TYPE TO FIT. Tape or paste pics on typing paper (1 per sheet), then type caption beneath. (3 lines, 49 cpl)

C. With the club information sheet you have been given, write a good copy block and headline from the information given, following rules for good writing. Type it to fit copy block on your cropping layout. Turn it in typed-to-fit form. Staple club information sheet under your copy block. Remember--this is to fit the layout for which you are cropping pictures.

ASSIGNMENT 10 --(FINAL MAJOR PROJECT)

A. Pair off with someone you wish to work with.

B. From pictures given you, create a layout on prelim layout, following layout rules.

C. Pretend your layout is an actual spread for the yearbook. Decide what section it is suitable for. Write a copy block to fit, head to fit, captions, etc., etc., etc. Copy is to be typed on final copy sheets with carbons, etc. KEYED.

D. Paste pics on final layout sheet in corresponding position to prelim layout. Treat pics like real glossy prints. Treat this assignment as if it were real publication work.

E. Turn in prelim, final copy, final pasteup with both names on everything.

YOUR MISSIONS ARE NOW ACCOMPLISHED!!!

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